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ABSTRACT

This study was conducted to gain information from and about public school counselors concerning the relationship between their role and function and the nature of their counselor preparation training. It was also intended to determine the changes in training and counselor function necessary to provide for more adequate vocational counseling for all students. Conclusions include the following: (1) a need for revisions in present counselor certification standards; (2) a need for greater clarification of counselor role; (3) a need for more on-going training in occupations for practicing counselors; (4) a need to decrease the range and increase the intensity of counselors' efforts; (5) a perceived disparity between course preparation and role performance; (6) maintenance of the pre-requisite teaching experience, with flexibility for substitute experiences; (7) an increased emphasis on experiential activities in their preparation curriculum; (8) a need to base selection and retention of counselor candidates on ability and desire to deal with human relations factors rather than on academic aptitude and performance; (9) a required internship as an integral part of their preparation; and (10) practicum experience limited to the level on which the counselor will practice. (Author/TA)

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A REPORT

A Study to Determine

COUNSELORS' SELF-ANALYSIS OF THEIR TRAINING AS RELATED TO THEIR COUNSELOR ROLE AND FUNCTIONS

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Presented to:

Colorado State Board for Community Colleges

and Occupational Education - Guidance Services

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I. INTRODUCTION

This study was conducted under the sponsorship of the State Board for Community Colleges and Occupational Education, Project No. 02-02-005 to Colorado State University, dated July 9, 1970. Project leader was Donald L. Frick, Associate Professor of Education, Colorado State University. The study was conducted between September 1, 1970 and June 30, 1971. The primary data was gathered between October 1, 1970 and December 15, 1970.

A. Need for the Study

The defining of the training content and procedures for potential school counselors has been a problem of concern to most educators. Although counselors have been in existence for more than 20 years in public schools, there is both disagreement and concern regarding their functions, qualifications, etc. by teachers, school administrators, and collegiate professional-education personnel. Through the NDEA of 1958 and subsequent amendments of 1962 and 1964 some clarification and definition of counselor functions was made under Title V(a) o that Act. Although some uniformity was reached concerning the role and function of the school counselor, there continued to exist a gap between this part of the Act and Title V(b) which dealt with the training of counselors. It is believed that one of the causes of this discrepency was the fact that Title V(a) was administered by the individual states (through their appropriate State Agency) while the Title V(b) section of the Act was being carried out by higher-education institutions on a direct contract basis with the U.S. Office of Education. Thus there was no effort made to coordinate these two sections of the Act nor was there any attempt to establish uniform criteria for counselor education under both sections of this Act. This gap has continued to exist and is of great concern to many counselors themselves. One of the more recent efforts to coordinate counselor education with counselor functions has come about as a result of the Vocational Education Act of 1963 and the Amendments to the Act in 1968. There have been numerous national and regional conferences conducted for the purpose of closing the gap between professional guidance workers and vocational education personnel which has resulted in a recognition for more cooperative efforts between these two groups. One of the major facets has dealt with the limited or ineffective training that counselors are receiving in world of work factors. This has caused a recognition of the need to further evaluate all aspects of training counselors are receiving and its effectiveness in meeting the present total needs of youth. Although some formal study has been made of this problem, the most recent of which is the one made in Utah (1), no formal study has been made in Colorado prior to the time this study was made.

(1) "Role Conflict for School Counselors: Training versus Job Demands": The Personnel & Guidance Journal: January, 1970, by Hart & Prince.

B. Problem Defined

The nature of this study was to gain information from and about public school counselors concerning the relationship between their roles and functions and the nature of their counselor preparation training experiences; and to determine the necessary changes in such training and counselor function which will provide for more adequate vocational counseling and guidance for all students.

C. Objectives of the Study

The Objectives of this study were:

1. To determine the scope of duties and responsibilities and thereby the main functions of school counselors as viewed by themselves;

2. To obtain school counselors' appraisal of the training they received in their counselor education curriculums in relationship to their present counselor roles;

3. To obtain the counselors' appraisal of some of their further training needs which might better fill the gap between their basic counselor training and their present operational needs;

4. To determine if a need exists for more comprehensive fulltime counseling (and guidance) program on a local community basis and to determine what youth needs could be identified and better served through such a program with particular emphasis on meeting the vocational guidance and counseling needs of youth at this community level;

5. To determine from Objectives 1 through 4 what implications are present for revising counselor education curriculums in Colorado higher-education institutions, and subsequent needed revisions in state certification standards.

D. Assumptions and Limitations

It is recognized that in conducting a study of this type certain assumptions and limitations need to be made and established. Therefore, the major ones pertaining to this study are:

1. Assumptions:

   (a) that the survey method is one of the valid bases for study of an existing problem;

   (b) such data and opinions provided by respondents in such a study are valid and thereby reliable;

   (c) that opinions and appraisals expressed by recipients of a training program are one of the valid bases for evaluation of program effectiveness;

   (d) the sample method of survey used in this study was employed effectively enough to represent the opinions and appraisals of the total population of the group.

2. Limitations:

(a) This study was limited to a survey of public school (Jr. & Sr. High) counselors in Colorado who serve one-half time or more to the counseling function during the school year 1970-71;

(b) It is not intended to represent opinions and evaluations of such counselors (public school) in other regions (or states) of our country;

(c) It is not purported that these opinions and evaluations are the sole basis for counselor education appraisal; nor for such program revisions;

(d) The evaluations expressed by the counselors (respondents) are not intended to be used to appraise the individual counselor education programs as they now exist in the individual collegiate institutions of Colorado (many of the respondents received counselor preparation outside of Colorado).

II. PROCEDURES FOR GATHERING DATA

The sample for this study was drawn from the Directory of School Counselors, 1970-71, gathered and published by the State Department of Education of Colorado. There are approximately 750 counselors listed in this directory who are indicated as serving in this capacity (one-half time or more to the counseling function). The survey consisted of two phases: a written, mail questionnaire; and personal interviews. A random sample of approximately 400 counselors was selected from the directory from all the school districts listed. The written questionnaire was mailed to them together with a cover letter explaining the general nature and purpose of the study. Another random sample of approximately 125 counselors was selected to be interviewed on an individual basis and provision was made to have follow-up interviews with approximately 50 counselors who had also received the questionnaire. The written questionnaire was subjected to a validating study made by one group of approximately 35 counselors prior to the time the study was implemented. The questionnaire was revised and again validated by another group of approximately 15 counselors. Thus considerable attention was given to the drafting of the basic instrument for gathering the data. Further improvement of the data gathering procedures was attempted by the Project Leader by some visitations with secondary school counselors in nearby states prior to the interviews held with counselors within the state. Upon receipt of the questionnaires from the sample group tabulations were made on an item basis. These tabulations were further classified by level of school assignment (those serving in junior highs only; in a jr.-sr. high; and in senior high only) to determine if there was any major differences in their responses accordingly). The interviews were semi-structured drawing mostly from the items contained in the written questionnaire. The analysis of the interview results are

reported and analyzed only as they relate to the findings on the written questionnaire concerning discrepencies or further explanations given by counselors. Some effort was made to contact counselors to encourage them to complete and return the questionnaire during the time the visitations were made. However, no formal written follow-up effort was employed because the initial returns (68%) were considered to be adequate in numbers and representation. Responses from approximately 400 counselors was received as a result of both the mail and interview survey. This was deemed to be sufficient to be representative.

III. SUMMARY AND ANALYSIS OF FINDINGS

A total of 402 questionnaires were sent to counselors within the selected category (public secondary school personnel serving one-half time or more in the counseling function). Completed questionnaires were received from 276 of these constituting a return of 68 per cent. These returns represented over 200 different schools in approximately 100 school districts in Colorado, and included returns from 85 junior high counselors, 32 counselors in junior-senior high school units; and 159 in senior high schools. Interviews were held with 167 counselors in approximately 110 different schools in approximately 50 school districts. Included in the number interviewed were 42 counselors who had also responded to the questionnaire. Thus a net total of 401 counselors responded to this survey.

The findings of this study are presented in three categories: (1) factors dealing with the present status of counselors pertaining to level of preparation, sources of training, and nature of present functions and responsibilities; (2) counselor opinions and appraisals of their prior counselor training, needs for additional training, types of training they view are needed for potential counselors, and criteria for selecting and appraising potential counselors in training programs; (3) counselor opinions on student guidance and adjustment needs, and suggestions for improving guidance and counseling services to meet these student needs.

1. Present Status of Counselors - (factors of training, duties, etc.)

The vast majority (90 percent) of the counselors indicated fulltime assignments to the counseling and guidance function. This would imply that schools have come to recognize that such a function is important enough to warrant fulltime personnel to such a function. It is also apparent that the level of preparation of counselors is meeting standards of preparation as established by the State Department of Education of Colorado; professional associations and accreditation agencies. This was evidenced by the fact that 88 percent of the responding counselors indicated they held Standard Endorsement as established under State Department criteria. A small portion (3 percent) hold Provisional Endorsement. However, approximately 9 percent of those responding indicated they held no counselor endorsement at the present time, although many indicated sufficient level of training to qualify for such. Further evidence concerning the level of

preparation was found in the fact that 66 percent of the counselors indicated having completed some academic preparation in counseling and guidance beyond the master's degree, while 29 percent indicated a master's degree only, and 5 percent indicated no degree work beyond the bachelor's. It would appear that most of the counselors (67 percent) were trained in Colorado institutions, while 23 percent received their training in institutions outside of Colorado and 10 percent had pursued work both within our state and out of state. Therefore, it would appear that a significant majority of the counselors (77 percent) had pursued at least part of their counselor preparation work in Colorado Institutions. One additional factor was learned concerning these counselors' preparation. This was related to recency of such training. A majority of the counselors indicated their last training (basic counselor preparation or additional training) was completed during the past 5 years (1965-70), and although 57 percent indicated such recency, 43 percent indicated no additional training since 1964 and of this portion 9 percent indicated no training since 1960. Although no attempt was made to obtain information on counselor age, it was quite apparent as a result of the interviews that a substantially large portion of these counselors were persons who had more recently come into the counseling field after a few years (10 years or less) in a teaching assignment. This would tend to indicate that counseling is becoming a field in which "younger" persons serve.

Information was obtained from these counselors concerning a self-analysis in time distribution in various duties and responsibilities. The major findings on the factor (See Questionnaire, Item 1, Appendix) would indicate that the vast majority of the responding counselors are able to spend less than 50 percent of their time in the individual counseling relationship. The average (mean) time devoted to this function was approximately 35 percent, although the range of time was between approximately 10 and 90 percent. There was some discrepency between the findings on the questionnaires and the interviews concerning this factor. The mean of those responding on the questionnaire was approximately 27 percent while the mean on the counselors interviewed was nearly 40 percent. The respondents further indicated that a large portion of their time was spent in either scheduling and registration activities and/or college applications, scholarships, etc. activities. Although the mean time indicated was 13 percent and 12 percent respectively, the range in time was extremely high as it applied to individual counselors. Some of these (questionnaire and interviews) indicated little or no time devoted to either of these areas and others indicated that more than one-half of their time was devoted to either or both. In considering the types of student problems counselors deal with in the individual counseling relationship, it appears that educational planning requires the most time effort, while vocational planning appears to be the least, and personal adjustment problems was a "close second." One important variation was found with regard to the time devoted to personal adjustment problems. Counselors in the junior high schools indicated (65 percent) a rating of "1" (most time) to this problem area, while only 25 percent of the senior high counselors rated this areas a "1". Another important finding indicated from the questionnaire returns and substantiated in the interviews pertained to the relative time and emphasis spent on vocational planning and decision problems. Junior high counselors indicated (approximately 90 percent) a "3" (least or no time) involvement and senior high school counselors indicated (approximately 60 percent) this same time element rating. Considerable discussion was devoted to this factor in the interviews and is further developed in the portion of this report under the "Conclusions and Recommendations" section.

As a supplement to this time distribution analysis, counselors were asked to express their desires for revision of their present duties and responsibilities. Responses to Items 2 and 3 on the questionnaire indicated these counselors (60 percent) would like to have more time for individual counseling and (35 percent) wanted more time for group work (guidance & group counseling). Approximately 55 percent indicated they wanted to spend less time on or be relieved entirely of clerical duties of record keeping, and scheduling and registration duties. Approximately 30 percent indicated their present counselor assignment was more or less "ideal", however, approximately 25 percent indicated that if they could do less clerical work and have more time for individual counseling they would consider this to be "ideal."

2. Counselor Opinions & Appraisals on Training Factors

The responses on Item 5 in the questionnaire elicited appraisals from counselors on five basic areas of their training. Although the range of these appraisals varied greatly (from the lowest to the highest points on the scale) for all five areas, the mean of these ratings centered around the middle of the "some value" category. The mean ratings on Counseling Techniques (or theory) and Practicum were slightly higher, but not significantly different. This seemed to indicate that although the counselors found some value in their training, they had reservations concerning the extent of that value as it related to their present positions.

The major elements of Item 5 were discussed in more detail with counselors in the interview sessions. Although the responses gained here generally agreed with those on the questionnaire, counselors were many times quite outspoken about the reasons for their appraisals. The comments varied greatly from highly complimentary appraisals of certain areas of training to sharp criticisms for all areas. However, interview notes seemed to reflect that the usual explanations of appraisals were much less supportive of the training received than complimentary of it. Some of the most frequent explanations given were: that counselor educators are not really aware of the counselor's obligations in the school setting; they are too theortical in their teaching and thinking and do not follow through with the practical aspects of theory application; they do not keep in touch with the actual counselor role as it exists in most schools. Thus it would appear that the general appraisals of these counselors concerning the training in the basic areas does not complement their actual role factor. However, one of the explanations frequently given for some of the appraisals by these counselors was the lack of use for a particular area (basic) in their particular assignment. For example, where training had stressed test selection and administration but the individual counselor was in a position where he had no responsibilities for this facet of individual appraisal. Conversely, other counselors having had this same training found it most valuable because this area was one of their primary duties or responsibilities. Another factor was elicited when discussions involved appraisals of practicum experiences. It became apparent that lack of uniformity often exists between institutions on the type of activities and experiences provided. Such experiences ranged from actual counseling practice in a school setting to a seminar in which tapes of theoretical approaches were used as the main activity. It would appear, therefore, that some practicums

are limited to vicarious experiences. An additional appraisal was made by those counselors who received their practicum experience in college counseling centers. Many of these counselors expressed concern with the fact that although this did give them some experience in trying out certain counseling skills, it did not orient them to the types of problems and approaches applicable to the counselor role in the secondary school. During the course of some of the interviews counselors frequently added that various psychology and sociology courses had been as much or more value to them than the basic course areas or experiences.

A supplement to these appraisals was revealed in Items 6 and 7. The respondents to the questionnaire indicated the types of further trainings they had a felt need. Approximately 30 percent expressed a need for more training in group procedures; 25 percent for more training in vocational counseling, information and world of work factors; and 16 percent each for more competency in psychological testing and advanced training in counseling techniques. The interviews on this need factor concurred generally with these results, but also found frequent expressed needs for training in learning difficulties, parent conferencing; adolescence, personality development, behavior modification, motivation and more practicum experience. Also revealed in the interviews was a much greater concern and reference to the vocational counseling element. From the results on Item 7, a preponderance of the response indicated that counselors felt that such training would best be gained through in-service (on-the-job) training and/or special institutes, workshops, etc. A few (15 percent) responded to the need for certain formal training through courses in adolescent psychology, etc.

Items 8, 9, 10 sought to obtain counselors' appraisal and opinions of standards of preparation for potential counselors and to determine selection and appraisal criteria for such candidates in their training programs. It was the purpose of these items to gain from practicing counselors' opinions and ideas for revision of counselor certification standards, counselor education curriculum revision and other criteria dealing with improving the quality of individuals desiring to enter the counseling profession. A major portion of the counselors responding (63 percent) on the questionnaire indicated they thought a master's degree should be the minimum academic training a person needs before assuming a counselor position in a public school; 5 percent thought a B.A. degree would be sufficient; 18 percent indicated some graduate work (but not degree) should be required; and approximately 10 percent indicated it should require some work beyond the M.A. degree. Item 9 revealed additional opinions by counselors on the experience needed before a person becomes a fully certified counselor. Approximately 90 percent of them indicated teaching experience as being essential and the average length of this experience should be approximately 3 years. The findings in the interviews regarding this were almost identical, except that some counselors expressed the opinion that teaching experience might be waived for experience in working with youth in other formal settings. However, many of the respondents (both groups) (approximately 10 percent) felt that the length of time may need to vary according to the individual. Therefore, they did not indicate any minimum or optimum length of time for this experience. Although nearly 85 percent of the counselors thought practicum was essential, the results on both the questionnaire and interviews was in support of some type of required internship of at least one academic semester. More than 75 percent of the

respondents (both groups) supported this idea. During the interviews this issue of internship was discussed in considerable detail with a majority of the counselors and the reactions and implications of these are discussed in more detail in the section of this report under "Conclusions and Recommendations". The counselors also reacted quite positively to the importance of non-educational work experience because 65 percent thought at least one or more years were either highly desirable or essential. Although approximately 16 percent of those responding to this item did not feel that a minimum amount could be set.

On Item 10, the counselors were asked to rank certain criteria for selecting and admitting persons into counselor education programs and to also rank the criteria of appraising candidates' competency and overall fitness before they receive a graduate degree and recommendation for certification. These rankings were weighted for tabulation purposes and are reported here accordingly. For criteria for selecting persons to enter such graduate training programs teaching experience ranked first; personal interviews second; character references third; non-teaching experience and employer references ranked fourth; grade point average (undergraduate) ranked sixth; and entrance tests (graduate level) ranked seventh. Although these criteria were not explored in the interviews in the same detail, counselors responded more openly but quite objectively to this issue and interview notes indicate their opinions and appraisals matches the results of the questionnaire. However, many of them added that some form of measurement is needed of the applicant's ability to deal with human relations, communicate with young people and have positive attitudes of understanding people. They further stressed that too much emphasis is placed on academic achievement per se and entrance tests at the present time and these are not the primary criteria for selecting better quality persons for such training.

The second part of this item dealing with the final appraisal criteria of candidates (which were weighted in the same manner for tabulation purposes) and revealed the following: Demonstrated performance and growth in ' practicum (based upon supervisor evaluations) was first; required internship before certification, second; internship as a part of degree requirement, third; various instructor ratings, fourth; oral comprehensive exams, fifth; written comprehensive exams sixth; and competency as reflected by academic grades (or G.P.A.), seventh. Although these criteria were not discussed in the same detail during the interviews, the whole issue of appraisal of competency frequently was discussed and the consensus seemed to be that those criteria dealing with actual performance in use of skills, developing understandings and attitudes, etc. were much more important than the didactic phases of the training program. Another very frequent comment noted from the interviews was the suggestion that more experiential activities needed to be introduced from the beginning of the training and be weaved throughout the whole program. This would then culminate in a fulltime (contractual) internship assignment in some type of school setting. More detailed discussion of this issue is also developed in the section of this report on "Conclusions and Recommendations".

One other factor of type of training content was obtained in Item 13 (b, c, and d). The results reported here were obtained largely on the written questionnaire as they were explored in the interviews only if it was deemed appropriate to do so. Counselors generally did not react too positively to these as needed areas because many of these areas were not rated by many of the respondents. Where these were discussed in the interviews the consensus seemed to be that such areas of training would be helpful, but not essential. The details of the findings are indicated in the Appendix in the tabulation results.

3. Counselor opinions of student needs --

The findings of this portion of the study were drawn from Items 11, 12, 13(a), 14 and 15 of the questionnaire and the results of the interviews dealing with these issues. A majority (59 percent) of the counselors responding to Item 11 indicated they felt that their school was not meeting the total guidance needs of most of their students because: First, insufficient counseling time (or too few counselors); Second, overcrowded schools; Third, over-emphasis on college preparation; Fourth, too little emphasis on vocational preparation or decision. When this issue was discussed in the interviews, the responses were in agreement with these reasons, however, much more emphasis was given to vocational preparation element, although the primary emphasis appeared to be on the lack of counseling time (or insufficient number of counselors). Item 12 gained some supplemental reactions to this issue in that counselors reflected they were attempting to meet some of the vocational guidance and training needs through their vocational curriculums; local community colleges or vocational-technical schools, but most of the responses further indicated that these efforts were reaching too few students. Thus this would seem to imply a need for program expansions, more assistance for students in vocational decision and training planning, etc. Item 13(a) further supplemented this issue as the mean response on this item seemed to indicate counselors feel their preparation for meeting the vocational guidance and counseling needs is only fairly adequate. (The mean was at the lower end of the "fairly adequate" category).

Item 14 sought to obtain counselor opinion and suggestions concerning the need for a fulltime (12 month) counseling and guidance programs for youth of their community. The results cited here are based upon responses gained from both the questionnaires and interviews. Approximately 80 percent of both groups indicated such a need was present in their own localities, while approximately 16 percent felt there was little or no need due to the uniqueness of their community or at the present time some attempt was being made with only modest interest. Many of the counselors in rural areas indicated that students were either too few in numbers or engaged in fulltime work activities to make such a service infeasible. The suggestions offered by those responding affirmatively to this question could be classified into about 3 categories: 36 percent suggested that the counselors in their school (s) should be retained in the school setting on a staggered assignment basis during the summer months to meet the further educational decision and planning needs; vocational planning needs with supportive efforts on personal adjustment needs. Approximately 10 percent of the respondents indicated the most need in their communities would be for counselors to serve

those students who are pursuing summer school courses in their school system; and approximately 35 percent of the counselors felt that the best way to meet this need was to have school counselors work in a community sponsored setting (but not the school setting); Approximately 10 percent had no suggestions to make as to how such an effort might be organized or administered; and the remaining group (9 percent) offered miscellaneous suggestions of a general nature. During the course of the interviews, this issue was discussed in considerable detail with some of the counselors. Interview notes and general impressions gained by the interviewer would tend to indicate that in many school situations counselors feel that their roles and duties could be clarified if they were serving, even fulltime, in a community setting. A very frequent explanation given was these counselors felt their role would be better understood and therefore their services better used if they could be removed from the "educational stigma" which so many young people view as being the limited role of the school counselor. Further discussion of this issue is made in the section of this report on "Conclusions and Recommendations"

Item 15 of the questionnaire attempted to obtain overall opinions of counselors concerning the effectiveness of our schools in meeting adjustment needs of young people. The results reported here were obtained primarily from questionnaire response as supplemented by interview notes, although the specific issue was not asked of interviewees but were reflected in response to related issues of need. A detailed analysis by school level is contained in the Appendix. Therefore, only summary findings are presented and discussed here. The major areas most frequently expressed by the counselors are as follows: 27 percent believed we are not giving sufficient emphasis to vocational preparation, world of work factors, and realistic vocational choices; 20 percent feel that both educators and parents do not understand young people and their needs and do not attempt to understand them or communicate with them in meaningful ways; 17 percent of the counselors expressed concern over the lack of emphasis given to helping students to build better self-concepts, self-discipline; decision making; social and emotional adjustment problems; 14 percent placed emphasis on the need for curriculum revision which will better meet the needs of youth in today's society; 13 percent feel we need to give better assistance to students in building moral, ethical, and social values and attitudes; and 11 percent indicated we are placing too much emphasis on academic achievement, pressure for more education (primarily college). Other areas frequently mentioned were: promoting better attitude toward home and family; concern over poor parent attitude toward school and child's school life; better preparation for future education; and need for better teacher training (overall). Approximately 12 percent of the counselors did not respond to this question (Item 15).

IV. CONCLUSIONS & RECOMMENDATIONS

A. Conclusions:

On the basis of the data gathered and analysis of these data, the following conclusions are made:

(1) The present level of preparation of school counselors warrants the belief that counselors are meeting the standards set forth by the Colorado State Department of Education. There is evidence, however, that some schools are employing counselors who do not hold counselor endorsement and who do not have sufficient training to qualify for such endorsement.

(2) It appears there is need for revisions in the present counselor certification standards as established by the State Department of Education. This is based upon the counselors' concern for increasing the certification requirements needed to improve the quality of persons serving in this professional areas.

(3) Counseling has become recognized as a field of specialization of training and service in our schools, but much clarification of counselor role is needed to enhance the concept of the guidance function as viewed by educators, students, and community personnel.

(4) There is evidence that, although counselors are attempting to up-date their training, there is need for further on-going training for them to keep abreast with the developing and changing needs of students they now serve.

(5) Counselors' efforts are being spread over a wide range of duties and responsibilities to the extent they feel they are not adequately meeting the individual counseling needs of students.

(6) Although counselors view much of their course work has been of some value, they view their general professional preparation as being quite diverse from the preparation needed to perform their present counselor role.

(7) There is an apparent need for counselor educators to keep abreast with the counselor role as it exists in the public school situation and to work closely with counselors in making curriculum revisions in counselor preparation compatible with counselor role.

(8) Teaching experience as a pre-requisite for entering school counseling positions should be continued. Counselors view it as experience which provides a better basis for developing insight on student problems, staff relationships, and overall professional acceptance. In some cases teaching experience might be waived, for other types of forms experience with young people. Counselors also view that non-educational work experience is highly desirable and should be strongly encouraged for all persons serving or preparing to serve in this professional area.

(9) Counselors expressed much concern for the need for more emphasis on experiental activities in the counselor preparation curriculum. They view field experience, personal contacts with students, and evaluation of these experiences as being an integral part of the preparation needed by potential school counselors. These experiences should be supplemental to the didactics employed throughout the curriculum.

(10) Counselors gave considerable support to the need for more effective selection and retention criteria to be used by institutions preparing counselors. They strongly recommend that appraisals of potential cnadidates be based more on ability and desire to deal with human relations factors and less emphasis on appraisals of potential academic aptitude and actual academic performance.

(11) Counselors expressed the need for more initial and on-going training in the areas of occupations, world of work factors, and vocational counseling skills to meet the paramount needs of students in preparing for their future.

(12) Counselors lend strong support to the idea that their profession needs in include a required internship as an integral part of the preparation program. This experience would be a contractual arrangement for fulltime service in a school setting under the direction of the school administration and the training institution with provisions for adequate supervision from both.

(13) Counseling practicum experience should be limited to serving either in a school setting or with students of the school level in which the potential counselor plans to seek employment.

(14) There is considerable counselor support for the idea that counselors could better serve the needs of young people if their positions were identified with community service rather than limited to the school setting.

(15) Counselors expressed the view that our schools should give more effort to meeting certain adjustment needs of our youth. The main ones cited by them are: greater stress on developing self-concept, responsibility for decision making, and self-discipline; more orientation and assistance for vocational preparation and world of work factors; better understanding of students by teachers and parents; the use of appropriate human relations procedures to carry out this understanding, particularly as they pertain to emotional and social adjustment problems of young people; the need to up-date our curriculums to meet the needs of young people in their dealing with the economic and social trends of our country.

B. Recommendations

Based upon the findings and analyses of this study and upon the conclusions made, the following recommendations are presented:

1. That a committee of counselor educators and school counselors be established as a standing committee of the Colorado Personnel and Guidance Association for the purpose of giving continued study and evaluation of counselor education curricula offered by higher education institutions in the state. The main functions of this committee would be to make recommendations to: (a) institutions regarding such curricula changes that would be in harmony with the counselor role as it exists in schools and to give anticipatory consideration to counselor role changes which may be needed to meet changing needs of public school students; (b) the State Department of Education, Certification Unit, on needed revisions in counselor certification standards.

2. That the Certification Unit of the State Department of Education establish an ad hoc committee on counselor certification standards. Membership of this committee should consist of persons representing the following groups and agencies: counselor educators and school counselors (from the recommended committee in No. 1-above); State and regional accreditation agencies; Guidance Services section of the State Board for Community College and Occupational Education; Youth-Community Relations Unit of the State Department of Education; and some representation from school administration groups (such as CASE; CASA; CASSP; CAESP). The functions of this committee would to periodically review such recommendations submitted to it by the recommended committee in No. 1-above and to make such other reviews and evaluations of counselor standards as may be appropriate. This committee would then formalize all findings into specific recommendations to the Certification Unit for its consideration.

3. That school counselors, through their professional organization (state and local) take the initiative for inviting cooperative efforts with local school administrations for establishing evaluative procedures for better defining the counselor role as it exists in our public schools.

4. That the State Board for Community Colleges and Occupational Education through its Guidance Services section and in cooperation with the Youth-Community Relations Unit of the State Department of Education, establish on-going in-service and special training programs for school counselors to increase their competency in dealing with the vocational needs of students. Such training programs should provide for a closer relationship between school counselors and vocational education programs; business and industry; and employment agencies, which will assist counselors in keeping abreast with the occupational requirements, opportunities, and world of work factors. Such training programs could be conducted in cooperation with counselor training institutions in order that some formal recognition of training credit might be provided.

5. That the State Board for Community Colleges and Occupational Educational in cooperation with the Youth-Community Relations Unit of the State Department of Education explore the feasibility of establishing some pilot community guidance centers. This would be done on a proposal basis initiated by interested communities. These centers would be staffed by school counselors and would operate on a 12-month basis and be administered by a community committee including a representative of these two state agencies.

6. That the Colorado Personnel and Guidance Association and its appropriate divisions (such as School Counselors Association and Counselor Educators) give immediate consideration and study to ways of implementing a professional standard of a 2-year graduate program in counselor preparation which would include a required internship. This requirement should be in addition to the present practicum experience requirement.

ADDENDUM TO THE STUDY

After the data from the original study were gathered and analyzed, it was decided that a further comparison should be made on some of the items of the questionnaire. Items 1, 2, 5, 6, 9, 10, 13, were extracted from the original questionnaire and were rephrased to gain counselor educators opinions on how they would predict counselor reaction to these items. This questionnaire (see Appendix) was sent to a selected "jury" of 25 counselor educators in Colorado and Wyoming (from Colorado-Wyoming ACES membership). Twenty-two responses were received and the complete results of this group are contained in the Appendix.

Summary and Analysis of Addendum Study Results

The results of this portion of the study are discussed only in reference to their comparisons to the response received from counselors on these seven selected items. These are summarized as follows:

1. Counselor Educators (hereafter referred to as CE group) estimated the counselor time involvement (Item 1, both) about the same with the exception that the CE group estimated an average of 20 percent time to registration and scheduling, while counselors estimated an average of 13 percent; CE group estimated 17 percent time devoted to individual counseling; counselors indicated an average of about 30 percent. CE group ranked vocational problems as second most time, while counselors ranked this the lowest (3rd of the three areas).

2. On item 2, there was general agreement on the factors which needed more time involvement; less time; and duties to be relieved of entirely.

3. On the item dealing with appraisals of basic course areas (No. 3 on CE; No. 5 on counselor); there was general agreement of these with the exception of counseling techniques and practicum. Here CE group estimated that counselors would rank these higher than they actually did, and the range of ratings by the CE group was considerably less (and higher) than the range indicated by the counselors.

4. One major discrepency occurred on the item dealing with further training needs (Item 4, CE group; No. 6 on counselor). Twenty-four percent of the counselors indicated more training was needed in vocational (and world of work) factors; less than one-fifth of the CE group made any reference to this and then only to "occupational information". However, there was general agreement between the two groups on the effectiveness of basic training in this area (No. 7 on CE group; No. 13 on counselor). Both rated this training as being low "fairly effective".

5. CE group rated teaching experience as being much less importance than did the counselors (Item 5, CE group; No. 9, counselor). Half of the CE group indicated no teaching experience is needed by a counselor seeking certification, whereas, almost 90 percent of the counselors indicated such experience should be required. Counselors also rated the importance of non-education work experience much higher than did the CE group. There was quite general agreement between the two groups as to the need for internship in counselor preparation. Almost one-half of each group indicated some experience of this type should be required.

6. There was some discrepencies between the two groups on the criteria for selecting and final appraising of candidates preparing for counselor positions (degree or certification), (Item 6, CE group; No. 10, on Counselor). Counselors ranked teaching experience as first importance; CE group ranked it sixth. Counselors ranked non-teaching work experience as fourth; CE group ranked it as seventh (last); Counselors ranked "minimum undergraduate GPA" as sixth; CE group ranked it as second. Counselors ranked entrance tests as seventh (last); CE group ranked it as fourth. There was more agreement on the final appraisal criteria, however, as "performance and growth in practicum" was ranked first by both groups. "Competency as reflected by grades", however, was rated much higher by the CE group than by the counselors. More than half of both groups (approximately 65 percent) ranked internship as being an important criteria (in top three criteria). It would appear from the comparison on the ranking for all criteria for either selecting or final appraisal that the CE group still would rely more on academic potential and performance than would the counselors. Based upon the interviews with counselors more emphasis should be based upon appraisal of ability to deal with human relations factors and less on academic performance and aptitude.

7. The CE group was asked to respond to one further question not asked of the counselors. Item 8, on CE group, revealed the following responses in order of their frequency. The group thought the most important problems facing counselor education today are: first, role conflict (discrepency between training receive and practice); second, lack of understanding and unity of understanding between counselor and other educators on the purpose of guidance; third, accountability (can we justify the counseling and guidance factor in education?); fourth, counselor educators lack realistic experience and interest in counselor role and counselor preparation needs, and counselor education curricula need revisions. Other comments referred to better selection methods; professional controls through accreditation of counselor education, etc.

A P P E N D I X

STATISTICAL SUMMARY OF COUNSELOR SURVEY

QUESTIONNAIRE

Total number sent - - - - 402
Total number returned - - 276

Percentage of returns - - 68 %

Distribution

Number of schools - - - - 245
Number of School Dist. - 100

Returns

Number of schools - - - - 175
Number of School Dist. - 91

Breakdown of returns
(by school level)

Junior High Counselors - 85
Jr.-Sr. High Counselors - 32
Senior High Counselors - 159
Total returns from questionnaire - 276

INTERVIEWS

Total number of counselors interviewed - - - - - - - 167

Number interviewed who also returned questionnaire - - (42)

Breakdown of interviews
(by school level)

Junior High Counselors - - - - 48
Jr.-Sr. High Counselors - - - - 9
Senior High Counselors - - - - 110
167

Distribution of interviews

Number of school involved - 110
Number of School Dist. - - 55

TOTAL NUMBER OF COUNSELORS RESPONDING TO SURVEY (Questionnaire & Interviews)- 401

Q U E S T I O N N A I R E

Tabulation SUMMARY

Total number of Questionnaires Tabulated (usable) - 269

The following tabulations are presented according to the Questionnaire's format and sequence and are reported by statistical procedures deemed most appropriate for each Item number.

Time assigned as counselor : ½ time 3 %; ¾ time 7 %; fulltime 90 %
(percent of total respondants)
Less than fulltime, remainder assignment: most frequent (teaching); next (Administrative.)

Professional Preparation

Highest degree held: B.A.(only)- 5 %; Masters 29 % ; Masters, plus 66 %; Ph D 3 (only)

Counselor endorsement held: Standard 88 %; Provisional 3 %; None 9 %

Institutions Attended for Graduate Work

Colorado Institutions (only) - 67 %
Out-of-state Institutions(only) 23 %
Combination (out & in state) - 10 %

Average(mean) counseling & guidance credits - 55 qtr. hrs.

Dates of last training
Before 1960 - - 9 %
196091964 - - -34 %
1965-1970 - - -49 %
No dates indicated - - 8 %

Item 1- Duty description omitted (see questionnaire) These percentages represent a mean-median calculation derived on an interval basis.

(A) - 8 %
(B) -12 %*
(C) - 9 %
(D) -13 %
(E) - 4 %
(F) - 1 %
(G) - 4 %
(H) - 5 %
(I) - 6 %
(J) - 6 %
(K) - 1 %
(L) -28 %
(M) - 3 %
(N) - most common other duty was school activity sponsor; or administrative.

(1) - 1st (746)**
(2) - 3rd (415)**
(3) - 2nd (648)**

*for counselors serving in Sr. highs
** based upon this weighted score calculated on ranking.

Item 2

More time for : 58 % indicated (L); 35 % -(M); 10 % each for (F),(H),(I),(J).

Spend less time on: 35 % indicated (D); 28 % -(C); 10 % each on (B), (K).

Be relieved entirely of: 27 % indicated (C); 16 % -(D); 10 % each (K), (N).

Item 3

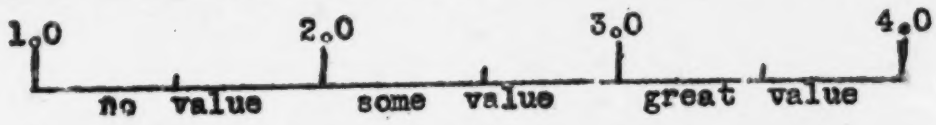
Changes for more "ideal" assignment: 30 % indicated "no change"; 25 % -less clerical; 12 % more counseling time (or counselors); 10 % no answer.

Item 4

Written description of duties: Yes 54 % ; No 46 %

Item 5

Ratings on basic course areas of training in counseling and guidance.
(The Mean is calculated from 9 intervals on the following 4-point scale):



Course area	range	Mean	Course area	range	Mean
(a)	- 1.1 - 3.9	- 2.6	(e)	- 1.1 - 3.8	- 2.5
(b)	- 1.1 - 3.9	- 2.7	(f)	- 1.6 - 4.0	- 2.9
(c)	- 1.0 - 3.8	- 2.5	(g)	- 1.0 - 4.0	- 3.0
(d)	- 1.1 - 4.0	- 2.7	(h) Psychology courses		- 3.2
			Sociology "		- 2.8

Item 6

Other areas of training needed: 29 % indicated Group Procedures; 24 % indicated vocational information & counseling; 16 % more psychological testing; 16 % advanced counseling techniques; 18 % - no answer.

Item 7

Best way to receive this : Formal courses 15 % ; In-service 41 %; Special (workshops, etc) 54 %; No answer 15 %

Item 8

Minimum academic training needed: B.A.(only) 5 % ; some graduate work 18 % Master's 63 %; Master's, plus 10 %; No answer 4 %; Other: Internship 5%; Business experience 2 %.

Item 9

Before full certification : (based upon Modal response)
Practicum 60 hrs. ; Internship 2 qtrs.- 1 sem.; Teach. exp. 3 yrs;
Non-Educ. exp. 1 yr.

Additional analysis: (percent of respondants)

	Practicum	Internship	Teach.Exp.	Non-Ed.Exp.
No specified am't,(but needed):-	11%	7%	9 %	16 %
Not needed: -	17%	25%	10%	4 %

Item 10

(a) for selecting and admitting (ranked by weighted response)

6 minimum G.P.A.
1 Teaching experience
4 Non-teaching experience.
4 employers references.
7 entrance tests.
3 character references.
2 personal interviews.

(b) for final appraisal of competency & overall fitness:(ranked as above)

6 written compreh. exams.
5 oral " "
4 instructor ratings
1 demonstrated perform.-practicum.
7 competency - reflected by grades.
3 internship before degree.
2 internship before certification.

Item 11

Meeting total guidance needs: Yes 41 %; No 59% ; Reasons:(in order of frequency mentioned) 1st.-too little counseling time (or counselors); 2nd.-overcrowded school; 3rd. -over-emphasis on college prep.; 4th. too little vocat. emphasis.

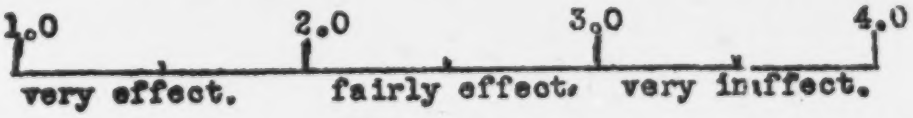
Item 12

Is meeting vocational guidance & training needs through: 28 % - vocational curriculum; 23 % - community college (or voc-tech school); 16 %- occupational classes; No answer -16 %; misc. comments - 15 %

Are not meeting these needs: 25 %- little or no curriculum provisions; 22% - reaching too few students; 13 % too much emphasis on college prep.; 12 %- school (or community) has little or no concern; 10 % -no answer.

Item 13

(a) Effectiveness of training in vocational counseling & guidance: (Mean is calculated on 9 interval, based upon the 4-point scale below)



Range - 1.5 to 4.0; Mean - 2.8 ; Median - 2.8

Item 13 (Continued)

(b) Course areas importance to increasing counselor competency: (weighted by rank response)

(1) 8	(6) 7
(2) 4	(7) 2
(3) 3	(8) 6
(4) 5	(9) 9
(5) 1	(10) 10

(c) Which have had: 55% indicated -(1); 36% - (7); 30 % - (8)

(d) Which do you need: 33 % indicated (2); 27 % - (5); 25 % - (4)

Item 14

Twelve month counseling & guidance - -: Yes 80 %; No 16%; No Ans. 4 %

How administered, etc.: (tabulated by frequency of response) (Yes response)

Counselors should be retained in school during summer months, assign. basis - 36%

Counselors would serve primarily for summer school program - 11 %

Counselors should work in a community setting under a cooperative program, may work there fulltime or during summers- assignment basis - 31 %

no reasons or suggestions on how - 8 % ; Miscellaneous comments - 14 %

Item 15

Adjustment needs not being met by our schools: (tabulated by frequency of response)

More emphasis needed on vocational understanding, goal formation, preparation and world of work factors. - 27 %

Better student understanding by teachers, parents,& adults. - 20 %

Need for more self-concept, self-understanding, and development of self-discipline. - 17 %

Need for better total emotional & social adjustment, peer relationships, concern in drug use, etc. - 17 %

Assumption of more responsibility for decision making. - 16 %

Need for up-dating curriculums to meet social & economic trends. 14 %

Need for building better moral & social values and attitudes. 13%

ADDENDUM STUDY TABULATIONS

Counselor Educater Survey

Jury N - 22

The following tabulations are presented according to the Questionnaire's format and sequence used for the "jury" of counselor educators.

Item 1 Counselors' estimated time as appraised by the Jury. Duty description omitted (see CE questionnaire). These precentages represent Medians of the estimated time.

(A) - 5 %	(E) - 3 %	(I) - 5 %	(L) - 17 %
(B) - 10 %	(F) - 2 %	(J) - 5 %	(1) - 1st (41) *
(C) - 10 %	(G) - 3 %	(K) - 2 %	(2) - 2nd (31) *
(D) - 20 %	(H) - 5 %		(3) - 3rd (28) *
			(M) - 3 %

(*) based upon weighted score calculated on ranking.

Item 2

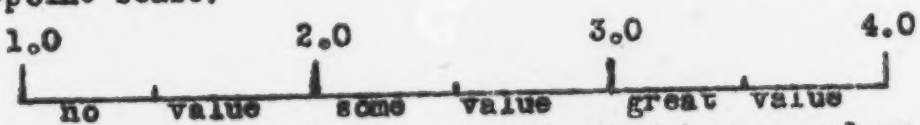
More time for: 90% estimated (L); 60% - (M); 35% - (J); 35% - (I)

Spend less time on: 50% estimated (D); 32% - (C); 25% - (B)

Be relieved entirely of: 60% estimated (K); 45% - (D); 40% - (C)

Item 3

Based upon basic course areas of training in counseling and guidance on the following 4-point scale:



Counselor educators estimated value as appraised by counselors:

Course area	Range	Median	Course area	Range	Median
(a)	- 1.8 -3.3	2.7	(e)	- 1.1 - 3.2	2.2
(b)	- 1.2 -3.3	2.6	(f)	- 2.8 - 3.8	3.4
(c)	- 1.1 -3.3	1.9	(g)	- 2.8 - 3.8	3.7
(d)	- 2.3 -3.8	3.2			

Item 4 The counselor educators believed counselors needed more training in the following areas: 1st - group work; 2nd counseling theory or techniques; 3rd - individual appraisal, occupational information and practicum.

Item 5

Essentials for counselor certification as viewed by counselor educators:

(a) Practicum - (median)- 150 hrs.

(b) Teaching experience- 50% indicated "not needed"; Those favoring such experience- mode- 1 year.

(c) Non-educational work experience- 55% indicated "not needed; 25% indicated 1 year.

(d) Internship- 45% indicated "not needed"; 40% suggested 1 quarter to one semester.

Item 6

(a) in selecting and admitting persons (weighted by rank response)

2 minimum undergrad. G.P.A.
6 teaching experience.
7 non-teaching experience.
4 employer references.
4 entrance tests.(none named)
2 character references.
1 personal interviews.

(b) for final appraisal of candidates competency--

6 written comprehe. exams.
4 Oral " "
2 instructor ratings
1 perform.-- practicum
2 competency-- grades.
5 required internship before degree
2 required internship before certification.

Item 7

Degree of effective training -- vocational counseling and guidance. (4-point scale used-(see questionnaire)

Range - 1.1 to 3.1 (Median- 2.2) (lower portion of "fairly effective")

Item 8

Counselor educators consider as most important problems facing counselor education: (order of frequency mentioned by jury)

1st- Clarifying the counselor role- preparation vs. practice, increasing competencies to perform job.

2nd Lack of unity among educators as to the purpose and function of guidance.

3rd. Accountability- how can we better justify the function of guidance ?

4th Need for counselor education curriculum revision- too theoretical; counselor educators need closer continued contacts with counselors.

5th Improved selection methods- too many coming into counseling not having a realistic concept or objective for it.

A RESUME and COMPARISON OF RESPONSES

between Counselors and Counselor educators

The original objectives of this study did not include obtaining a comparison of appraisals between counselors and counselor educators. Therefore, the following comparisons are presented only for the purposes of showing general points of agreement and lack of agreement on certain "key" items.

Item I-Counselor duties performed and approximate time involvement:

General agreement on all duty items with exception of (D) and (L).

Counselors' estimated time: (D) - 13 % ; Counselor educators' - 20%
" " " (L) - 28% ; " " - 17%

Item 2 - More time for; less time for; or be relieved of:

General agreement on most areas for each, except, Counselor educators predicted a higher percentage for each.(example)- Duty (L) Counselors (58%) wanted more time; Counselor educators predicted 90% wanted more time.

Item 3 (CE); Item 5 (C) appraisals of training:

General agreement on all training area value except (f) & (g); Counselor Educators predicted Counselors would rate these higher. (example)- (f) C - 2.9; CE- 3.4; (g) C - 3.0; CE- 3.7

Item 5 (CE); Item 9 (C)- For full certification:

Teaching experience- Counselor (90%) indicated it as essential; Counselor Educators- (50%) indicated it "not needed";

Internship- Counselors(17%) indicated "not needed"; Counselor Educators (46%) indicated "not needed".

Item 6 (CE); Item 10 (C);

(a) in selecting and admitting: lack of agreement on the criteria of: undergraduate GPA; teaching experience; and non-education experience.

(b) for final appraisal of competancy--: Agreement on: performance -- in practicum (rated No. 1 by both); lack of agreement about the requirement of internship- - Counselors rated these two 2nd and 3rd importance; Counselor Educators rated them 4th and 5th

Item 7 (CE); Item 13(a) (C); adequate preparation-- counseling in vocations, etc.

General agreement that such preparation if low "fairly adequate"

Dear Counselor:

Under the sponsorship of the State Board for Community Colleges and Occupational Education, I am conducting an in-depth study of the counselor role, counselor appraisals and opinions. The purpose of this study is to determine some of the training needs of counselors and persons preparing for counselor positions. Therefore, the results will be made available to school counselors, colleges and universities preparing counselors, and to other appropriate agencies which can be influential in the improvement of the school counselor role and counselor competencies. This study is being endorsed by the Colorado School Counselors Association in its Fall issue of the Colorado School Counselor and by the Guidance Services section, Occupational Education division of the State Board.

Will you please take some of your time to respond to the enclosed questionnaire and return in the self-addressed, stamped envelope provided. May I suggest that you read through the entire questionnaire <u>before</u> responding to any of the items so as to gain an idea of the scope of information we are seeking. It is very important that we receive this information from you as we need to obtain a consensus from the counselors in the state. I would also stress that you give candid responses on all items in order that a valid consensus may be obtained on this portion of the study.

Thanking you for your cooperation and assistance in the endeavor, I am

Sincerely,

Donald L. Frick

Donald L. Frick
Assoc. Prof. of Ed.
Colorado State University

COUNSELOR INFORMATION & OPINION

(Please answer each item, where applicable)

Level at which I work: Jr. Hi___; Sr. Hi___; Other: Specify_____

My present assignment as counselor is (time): 1/4____; 1/2____; 3/4____; fulltime____; (if less than fulltime, remainder of my time is spent: teaching____; administrative____; Other: Specify_____)

Professional Preparation

I have a: B.A. degree only____; Master's degree____; Master's degree, plus____.
I hold: Standard (counselor) endorsement____; Provisional____; No endorsement____.

Institutions Attended for Graduate Work (all)

Name of Institution	Dates Attended	Qtr. Hrs. attained (or degree)

My total graduate hrs. in Counseling and Guidance is approximately _____ qtr hrs.

1. In my present assignment as counselor I find that I am devoting my efforts in approximate time percentages as follows:

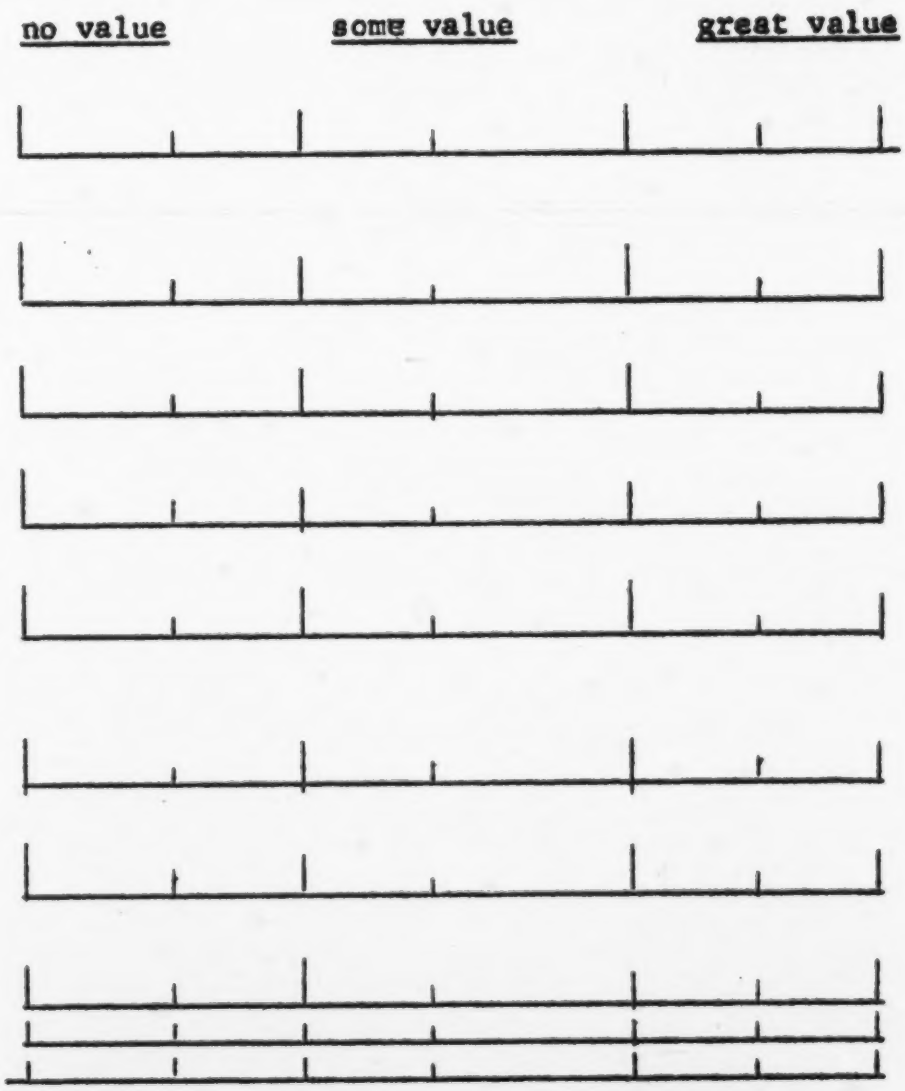
(A) Psychological testing (adm. & interpreting-Group & Indv.)- - ____%
(B) College applications, scholarships, etc. - - - - - - ____%
(C) Cum. records; recording, reporting, clerical, etc.- - - ____%
(D) Scheduling & registration (Group & individual) - - - - - ____%
(E) Orientation activities (for incoming students) - - - - - - ____%
(F) Research & Follow-up and out-school student placement - - - ____%
(G) Referral contacts (in-school & out-school student problems)____%
(H) Occupational & Educational materials (compiling, etc.)- - ____%
(I) Teacher conferences (concerning student problems, etc.)____%
(J) Parent conferences (on student adj. & planning problems)- - - ____%
(K) Attendance work (gathering, compiling, recording, etc.)- - - - ____%
(L) Individual counseling (total) ____%
(Breakdown as to type: rank "1" for most time; "2" for next most; "3" for least (or no) time
(1) Educ. problems _____
(2) Voc. " _____
(3) Pers. Adj. " _____
(M) Group work (counseling & group guidance) - - - - - - - - - - - - ____%
(N) Other duties I perform as counselor (not listed above)
_____
_____
_____

2. Of those counselor duties above (No. 1) I would like to have more time for (list by item letter only) _____; spend less time on_____ _____ and be relieved entirely of _____.

3. If I could revise my counselor assignment to make it more "ideal", one or two major changes I would make are (if none, state so) _____
_____.

4. Does your school have a written description of counselor duties, responsibilities, qualifications, etc. ? Yes __; No __; Is such available upon request? Yes __; No __.

5. In reviewing my graduate program in counseling work, I would rate the course areas regarding their value to me in my present counselor position (place an "X" on the line nearest your expressed rating; leave blank areas in which you had no training):


no value
some value
great value
(a) Psychological testing- -
(b) Appraisal techniques (non-test) - - - - - - -
(c) Occup. Info. (socio-econ. Info.) - - - - - -
(d) Group Techniques - - - -
(e) Org. & Adm. of Guidance-
(f) Counseling tech. (or theory)- - - - - - -
(g) Practicum- - - - - - - -
(h) Other: Specify
_____ - -
_____ - -
_____ - -

6. Areas or types of further training I feel I need for performing my present counselor position are _____
_____.

7. I believe the best way to receive this training (No. 6) is: formal course work __; in-service (on-the-job) __; special (workshops, institutes, etc.) __; other:_____

8. I think the minimum training (academic) a person needs prior to assuming a counselor position in a public school is: B.A. degree only __; some graduate work __; Master's degree __; Master's degree plus __; Other: Specify
_____

9. Before a person becomes a fully certified school counselor which of these would you consider essential: (leave blank any you consider non-essential);
Practicum (no. of clock hrs.) _____; Internship (length of time) _____;
Teaching experience, (amount) _____; Non-educational work experience,
(amount) _____ Other:_____
_____.

10. I would recommend that Institutions which offer graduate programs for the preparation of school counselors give major emphasis to the following criteria;

(a) for selecting & admitting persons for such training: (assign a rank of importance as you view them, using a "1" for most important ones; a "2" for next most important; a "3" for least (or no) importance:

___ a minimum undergrd. G.P.A.
___ teaching experience.
___ non-teaching work experience.
___ employer references.
___ entrance tests (Type _____)
___ character references.
___ personal interview results
___ Other: Specify _____

(b) For final appraisal of the candidate's competency & overall fitness before awarding a degree and recommendation for certification: (Rank as in part (a)

___ comprehensive written exam (course content)
___ comprehensive oral exam (course content, understandings, etc.)
___ instructor ratings (subjective)
___ demonstrated performance & growth in practicum (supv. evaluations)
___ competency as reflected by grades.
___ required internship before degree is granted.
___ required internship before certification.
___ Other: Specify _____
_____
_____

11. Do you feel that your school is presently meeting the total guidance needs of most of its students? Yes ___; No ___; If not, why _____
_____
_____

12. In what ways do you feel your school community (school & other agencies) is meeting the vocational guidance & training needs of youth of your community:
_____
_____
_____

In what ways do you feel these needs are not being met _____
_____
_____

13. (a) To what extent do you feel that counselors are receiving effective training in their counselor preparation programs for meeting the vocational counseling and guidance needs of students. (Place an "X" on the line expressing your rating).

very effective — fairly effective — very ineffective

(b) Which of the following course areas would you consider important to increasing counselors effectiveness in counseling with students vocationally. (Rank "1" for most important ones; "2" for next most; "3" for least (or no) importance.

(1) ___ Philosophy of Vocational Education.
(2) ___ Public Relations in Voc. Education.
(3) ___ Employer-Employee Relations.
(4) ___ Manpower & Labor Problems.
(5) ___ Community Social Structure & Change.
(6) ___ Economic Development.
(7) ___ Job Analysis.
(8) ___ Theories of Career Development.
(9) ___ Personnel Administration.
(10) ___ Organized Labor.

(c) Which of these areas (13b) were a part of your counselor preparation program? (indicate by number only) _____

(d) In which of these areas (13b) do you feel a need for increased competency to improving your counseling effectiveness (list by number only)_____

14. Do you feel there is a need for a fulltime (12 month) counseling (& guidance) program for youth of your community: Yes __; No __; If yes, can you offer one or two suggestions on how it could be organized, implemented and administered:

_____
_____
_____
_____

If your answer is "no", indicate why you feel so _____
_____
_____

15. As an educator working with young people (present position & elsewhere) I would consider that some of the adjustment needs of youth which are not being met by our schools today are:_____
_____
_____
_____
_____
_____
_____

I would like to have the results of this survey made available to me: Yes__; No__

You need not identify yourself by name.

Return this questionnaire to:
(Self-addressed, stamped envelope provided)

Donald L. Frick
Department of Education
Colorado State University
Fort Collins, Colorado 80521

February 15, 1971

I am conducting a study of counselor duties and counselor reactions to their preparation programs. This study is being sponsored by the Colorado State Board for Community Colleges and Occupational Education.

During the fall of 1970 we surveyed approximately 400 secondary school (Jr. & Sr. Hi) counselors in Colorado who are serving one-half time or more in counselor positions. We received 275 responses by questionnaire and I interviewed an additional 150 counselors selected from schools in various regions of our state. There are approximately 700 counselors in Colorado who serve at this level.

We are now concerned about comparing some of these findings with the opinions of counselor educators. Therefore, we have decided to select a "jury" of about 25 counselor educators chosen from the Colorado-Wyoming ACES group. Will you be willing to serve as a member of this jury ? If so, will you give your candid reaction to these key items which were extracted from the questionnaire given to the counselors and return it at the earliest possible time. It is important that we obtain a response from each counselor educator chosen in order that we may have an adequate basis for comparison. (a self-addressed, stamped envelop is enclosed)

Thanking you for your cooperation and your necessary time.

Sincerely,

Don Frick
Colo. State U.
Fort Collins, Colo.

P.S. The results of this entire study will be presented at the next Colorado-Wyoming ACES meeting which is tentatively scheduled for April 16.

COUNSELOR EDUCATOR OPINION SURVEY

1. On the basis of my close contacts with counselors in secondary school, I would make the following appraisals of how counselors at this level are distributing their approximate time in the counselor role:

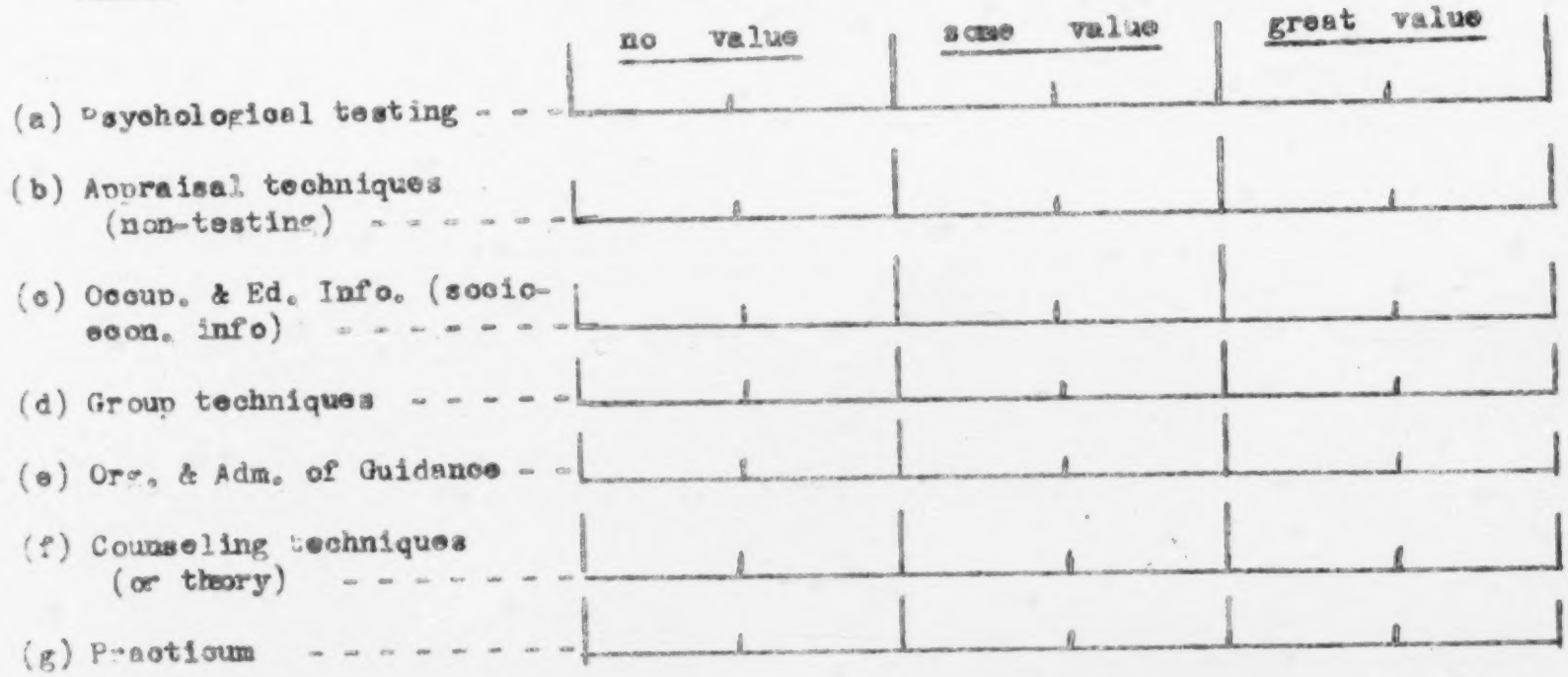
(A) Psychological testing (adm. & interpreting- group & individ.)- ___%
(B) College application, scholarships,etc. - - - - - - - - ___%
(C) Cum. records: recording, reporting, clerical,etc. - - - ___%
(D) Scheduling & registration (group & individual) - - - - - ___%
(E) Orientation activities (for incoming students) - - - - - - ___%
(F) Research & Follow-up & out-school student placement- - - - ___%
(G) Referral contacts (in-school & out-school student prob.)- - ___%
(H) Occup. & Educ. materials (compiling, etc) - - - - - - ___%
(I) Teacher conferences (concerning student problems,etc.) - - - ___ %
(J) Parent conferences(on student adj. & planning problems) - - - ___ %
(K) Attendance work (gathering, compiling, recording,etc) - - - ___ %
(L) Individual counseling(total) - - ___ %
(breakdown as to type:
rank "1" for most time; "2" for next most; "3" for least (or no time):

(1) Educ. problems ___
(2) Voc. " ___
(3) Pers. Adj. ___

(M) Group work (counseling & group guidance - - - - - - - - ___ %

2. Of these counselor duties above (No. 1) I would estimate that counselors would like to have more time for (list by item letter only) _____; spend less time on _____; be entirely relieved of _____

3. On the basis of the following course areas in counselor education, I would estimate the value of these training areas as viewed by counselors in their jobs:


no value
some value
great value
(a) Psychological testing - - -
(b) Appraisal techniques (non-testing) - - - - - -
(c) Occup. & Ed. Info. (socio-econ. info) - - - - - - -
(d) Group techniques - - - - -
(e) Org. & Adm. of Guidance - -
(f) Counseling techniques (or theory) - - - - - - -
(g) Practicum - - - - - - - -

4. List some areas of further training you think that counselors need to more effectively perform their present jobs (either more depth of any of the above or supportive areas)

_____

_____

_____

_____

5. Before a person becomes a fully certified (public school) counselor, which of these would you consider essential (& to what extent). Leave blank any you consider non-essential.

(a) Practicum (no. of clock hours) _____ ; (b) Teaching Experience (amount) _____ ;
(c) Non-educational work experience (amount) _____ (d) Internship (length) _____ .
(e) Other (similar); Specify _____

6. I feel that our counselor education programs should give major emphasis :

(a) in selecting & admitting persons to such training; (rank: use "1" for those you consider most important; "2" next most important; "3" least (or no) importance.

___ a minimum undergrad. GPA
___ teaching experience.
___ non-teaching experience.
___ employer references.
___ entrance tests (type _____)
___ character references.
___ personal interviews.
___ Other: Specify _____

(b) for final appraisal of the candidate's competency & overall fitness before awarding a degree and/or recommendation for certification. Rank as in part (a)-above

___ Written comprehen. exam
___ Oral " "
___ instructor rating (subjective)
___ performance (& growth) in practicum (supv. eval)
___ competency as reflected by grades.
___ required internship before degree is granted (fulltime, contractual)
___ required internship before certification.
___ Other: Specify _____

7. To what extent do you think counselors are receiving effective training in their counselor preparation program for meeting the vocational counseling & guidance needs of students: (place an "X" on the line nearest your expressed rating)

very ineffective ——— fairly effective ——— very effective

8. What do you consider to be the most important problem facing counselor education at the present time (nationally, regionally, or etc.)

_____

_____

_____

_____

_____

Return this to (self-addressed stamped envelop provided): D.L. Frick
Dept. of Education
Colo. State U.
Fort Collins, Colo.